

# **Recommendations by the Accreditation Team and Report of the Accreditation Visit for the Professional Preparation Programs at the College of Notre Dame**

## **Professional Services Division**

**August 11, 2008**

### **Overview of this Report**

This report provides background information regarding the College of Notre Dame and its credential programs, information regarding the accreditation visit that took place Sunday, March 15 through Wednesday, March 18, 1998, and the COA team report and accreditation recommendations that were derived from the visit conducted on behalf of the Committee on Accreditation. The report of the team presents the findings learned upon the College of Notre Dame Institutional Self-Study Report, credential documents, review of external support documentation, and interviews with representative constituencies. The lead consultant for the visit, Phil Fitch, and the team chair, Tory Courtney of Saint Mary's College of California, will present the report. Representing the College of Notre Dame will be Diane Guay, Chair of the Department of Education.

### **Accreditation Recommendation**

1. The team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for the College of Notre Dame and all its credential programs: **Accreditation**.
2. On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:
  - Multiple Subject CLAD Emphasis, including Internship
  - Single Subject CLAD Emphasis, including Internship
  - Preliminary Administrative Services, including Internship
3. The staff recommends that:
  - The College of Notre Dame responses to the preconditions be accepted.
  - The College of Notre Dame be permitted to propose new credential programs for approval to the Committee on Accreditation.
  - The College of Notre Dame be placed on the schedule of accreditation visits for the 2003-2004 academic year.

## **Background**

College of Notre Dame was founded in 1851, by the Sisters of Notre Dame deNamur in San Jose, California. The 1868 charter established College of Notre Dame as the first women's college in the state empowered to grant the baccalaureate degree. The campus was moved to its present location in Belmont in 1922. The first credential program, an extension of the senior year, was started by Sister Rosemarie Julie Gavin, Academic Dean, in 1953. This program was converted to a fifth year Multiple Subject Teaching Credential in 1965.

Currently, the Department of Education enrolls over 300 students in seven credential and Masters programs. These programs are the Multiple Subject -- CLAD/Intern Credential, the Single Subject -- CLAD/Intern Credential, and the Preliminary Administrative Services/Intern Credential. The College offers Masters degrees in Montessori Education, Multicultural Education, and Technology Education, and a MAT in six disciplines.

Although it is the only teacher education program in San Mateo County, College of Notre Dame draws from a wide geographic area and has contracts for student/intern placement with 38 school districts.

The philosophy and program design is one of concurrency. Concurrency means that after an intense orientation, coursework and student teaching take place at the same time. The college requires two full semesters of student teaching in two different schools at two different levels. At least one of these semesters must be with a CLAD-trained master teacher. The student teaching time required is more than twice that required by the state.

The College allows variations on this model by presenting four different "tracks." Students can enter in summer, fall, or spring, or can spread out coursework over a longer period of time. This accommodates working adults or those with special needs. All courses for all tracks are late afternoon, evening, weekends, and summer. The average age in the Multiple Subject Program is 30, and in the Single Subject and Administrative Services Programs, it is approximately 37.

College of Notre Dame's commitment to diversity seems well established. In 1993, the Department of Education was awarded a \$517,000 Title VII Grant in partnership with the Ravenswood City Elementary School District to train and certify 25 Spanish speaking CLAD teachers. The "pipeline" model connecting community college, liberal studies, and credential programs was published as a monograph in AILACTE's book on IHE/School partnerships in Fall, 1996. Additionally, the College launched a "Spanish for Teachers" Certificate program in Summer, 1996. Currently, in the department, the multi-ethnic, multicultural population of the Bay Area is well represented.

Partnerships also exist between College of Notre Dame reading teachers and local elementary schools. In this collaborative strand, students are on site for instruction.

## **The Accreditation Visit**

The assigned staff consultant for the College of Notre Dame was appointed in the Fall of 1996, to facilitate the transition from the previous model of program approval to the new provisions of *The Accreditation Framework* and new accreditation procedures established by the Committee on Accreditation. Over the course of the eighteen months, four meetings were held involving the faculty and administration regarding the decisions about the writing of the Institutional Self-Study Report, about the team size, team member assignments and configurations, standards to be used, and logistical and organization arrangements. During one of the meetings, visits were made with the College President, Academic Vice President, and Graduate Dean.

The COA team chair, Dr. Tory Courtney was named as team chair in the early spring of 1997, and the remaining eight members were appointed later in the spring and fall of 1997. The Common Standards Cluster consisted of two members, the basic Credential Cluster consisted of five members, and the Preliminary Administrative Services Cluster consisted of two members. The team consisted of four higher education faculty, one school district superintendent, two middle school principals, one elementary school teacher, and one secondary school teacher. The team consisted of four males and five females. Their average years of experience in public schools was 18 years. All team members had public school teaching experience and all were BIR trained.

The nine team members arrived at the hotel at noon on Sunday, March 15. Prior to the accreditation visit, team members received copies of the institutional reports, including the Institutional Self-Study, Response to the Common Standards, and the approved Responses for the MS--CLAD--Intern, SS--CLAD--Intern, and Preliminary Administration Program. On Sunday afternoon, the team reviewed portions of *The Accreditation Handbook*, *The Accreditation Framework*, the institutional reports, and plans for the three-day visit. The team reviewed the interview schedule and also reviewed best practices for interviewing. On Sunday evening, the team traveled to the campus, met the faculty and attended a reception at Ralston Hall involving College administration, faculty members, members of advisory groups, and selected individuals from the community.

## **Preparation of the Accreditation Report**

The team chair assigned all team members for select portions of the Common Standards teaming with the members of the Common Standards Cluster. The Cluster Chairs also assigned cluster team members to standards areas for each credential program area. The team members met together for all breakfast, lunches, and dinners, and also shared information and wrote on Monday and Tuesday night. All team members had scheduled time in the document room and scheduled time for Cluster Team Meetings late Monday and Tuesday afternoons. For each of the Common Standards, the total team arrived at a specific finding of "standard met" or "standard not met," and the team wrote specific comments about each standard. The team had the option of deciding that a Common Standard could be "met minimally" with either

“quantitative or Qualitative Concerns.” For each credential area, the team prepared a written narrative statement that summarized all standards judged as “met” or “not met.” At the end of team report, cluster team members wrote “Professional Comments” to be shared with the institution. These comments are not part of the formal recommendations of the team and are the professional opinions of the team members. There was considerable discussion by the total team regarding the proper placement of team members observations and findings.

## COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT

**Institution:** College of Notre Dame

**Dates of Visit:** March 15 - 18, 1998

**Accreditation Team  
Recommendation:** ACCREDITATION

**Rationale:**

After reviewing the Institutional Self-Study Report and additional supporting documents and interviewing administrators, faculty, students, local school personnel, and other professionals associated with the unit, the team voted on each standard and recommended full accreditation for the Department of Education at the College of Notre Dame.

Particular strengths included a strong vision statement which is effectively operationalized in the program and exemplary department leadership. Faculty models nurturing, humanistic values, and strong support for students. A comprehensive system of evaluation of courses and field experience is in place which has resulted in substantive improvements in curriculum when needed. Admission criteria and procedures are well-defined and utilized. Candidates are advised about academic, professional, and personal development in a systematic and caring manner. Significant collaboration occurs between the College and local school personnel. In fact, the program was described by many community members as a "model of community outreach." Supervisors and master teachers are appropriately selected, trained and recognized for their contributions.

The educational unit at the College of Notre Dame has experienced unusually rapid growth in the past few years. As a result, the major difficulties are in the areas of facilities and resources. Although the administration has plans and is supportive of improving the situation, civic and community issues are currently impeding progress. Once these are resolved, it is hoped that the situation will improve.

Specific strengths and concerns with the Multiple Subject/CLAD Emphasis Program and Internship, the Single Subject/CLAD Emphasis and Internship, and the Preliminary Administrative Services Credential Program are discussed in the content of this report, followed by a section on Professional Observations.

**Team Leader:** Tory Courtney  
Saint Mary's College of California

**Common Standards Cluster:** Tory Courtney  
Saint Mary's College of California

**Helene T. Mandell**  
National University

**Basic Credential Cluster:**

**Billie Blair**, Cluster Leader  
California State University, San  
Bernardino

**Judy Silver**  
New Haven Unified School District

**Dale Ackerman**  
Conejo Valley Unified School District (retired)

**Dreda Lutz**  
Santa Fe Middle School, Monrovia

**Phil Romig**  
Elk Grove Unified School District

**Administrative Services Cluster:**

**Jim Scott**, Cluster Leader  
Eureka City Schools

**Ken Engstrom**  
Fresno Pacific University

**INTERVIEWS CONDUCTED**

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Admin Cred. Cluster	<b>TOTAL</b>
Program Faculty	4	8	29	5	<b>46</b>
Institutional Administration	6	1	11	3	<b>21</b>
Candidates	17	25	55	15	<b>112</b>
Graduates	1	0	25	17	<b>43</b>
Employers of Graduates	1	8	20	3	<b>32</b>
Supervising Practitioners	4	0	28	2	<b>34</b>
School Administrators	1	8	20	4	<b>32</b>
Credential Analyst	0	0	2	1	<b>3</b>
Advisory Committee	2	0	3	5	<b>10</b>
<b>TOTAL</b>					<b>351</b>

## COMMON STANDARDS

### Standard 1 - Educational Leadership

### Standard Met

The vision statement of the Department of Education, expressed in the program documents, reflects the mission of the College. This vision is clearly articulated from the President's office to the candidates themselves. Concurrent course and fieldwork operationalizes this vision with an effective balance of theory and practice.

Department leadership is collaborative and exemplary in that it supports cohesive unit management. There is a clear delineation of authority and delegation of responsibility. At all levels, decision making is participatory. In addition, the interests of the Department are well-represented within the College and education profession. Top-level administrators in the College described the leadership in the Education Department as "a model of community outreach."

#### Strengths:

- The Chair was commended for being well-balanced in her professional management style and caring demeanor.
- The Program Directors were praised for their strong leadership skills by all constituencies.

#### Concerns:

None noted.

### Standard 2 - Resources

### Standard Met

The Department of Education has received an equitable share of "limited" College resources. According to faculty and administrators, growth in enrollment in the credential programs is being addressed in the system-wide strategic planning process currently underway. The library has adequate resources available to students and faculty. Plans have been approved by the administration for a new building and improved resources as soon as the city grants permission for this to occur.

#### Strengths:

None noted.

#### Concerns:

- While students in all programs expressed satisfaction with the personal attention they received, there was concern that most facilities were inadequate and that many of the Department personnel seemed to be overworked.
- The number of faculty and support staff does not appear to have increased proportionally with the growth in enrollment.
- It was evident that there is a significant need to expand and modernize facilities in order to remain competitive.
- In the area of technology, more qualified and more responsive technical support staff are needed in the computer labs for students, both during the day and in the evening.
- Administrators, faculty and support staff need access to current and appropriate hardware and software.

### Standard 3 - Faculty

### Standard Met

Full-time faculty in the Department of Education have degrees appropriate to their field of expertise and areas in which they teach. They reflect the vision statement in modeling nurturing, humanistic values and a strong support system for students. The supervisors are considered faculty, invited to participate in professional activities, and recognized for their contributions.

**Strengths:**

- The Department has demonstrated a major commitment to the CLAD Emphasis, by using resources to provide training for all faculty: full-time, part-time and supervisors.
- Members of the Education Department were commended by colleagues outside the Department for modeling effective administrative methods and new faculty development techniques.

**Concerns:**

- Minimal resources are available for professional development, such as conference attendance, research support, curriculum study and program development.
- Because of the rapid growth of the internship program in 1997-98, greater attention needs to be paid to on-site supervision for Single Subject interns.

**Standard 4 - Evaluation**

**Standard Met**

A comprehensive system of evaluation of the quality of courses and field experiences is in place. This has led to substantive improvements in curriculum and the credential programs.

**Strengths:**

- Professional practitioners are involved in program design and evaluation.

**Concerns:**

None noted.



**Standard 5 - Admissions****Standard Met**

There are well-defined admission criteria and procedures in place. Multiple measures are used, including individual interviews by program directors with all students. Most candidates selected for internships have had prior appropriate professional experience.

**Strengths:**

- Public school administrators commented on the high quality of candidates from the College and many expressed preference for graduates over those from other local institutions.
- It was evident that candidates admitted to the advanced credential program met institutional standards for graduate study.

**Concerns:**

- It was apparent to the team that there were few students from under-represented groups in the credential programs.

**Standard 6 - Advice and Assistance****Standard Met**

Candidates are advised about their academic, professional, and personal development by qualified faculty members. Credential and placement information is communicated effectively and in a timely manner. Students who do not meet the high standards of the College are not retained in the program.

**Strengths:**

- Students commended faculty on qualities such as, their accessibility, quick response to problems, and their flexible accommodation of individual needs.
- Students also appreciated being given clear and detailed program expectations upon admission. A comprehensive Pre-Student Teaching Orientation is provided by each of the programs.
- The Education Committee, which includes faculty from outside the Department who support faculty in objectively reviewing of students identified as needing assistance.

**Concerns:**

- The College needs to develop an individual plan for mentoring and professional development of interns.
- Interns also need to be have support in the performance of their professional responsibilities.

**Standard 7 - School Collaboration****Standard Met**

There is evidence of significant collaboration between the College and local school personnel in selecting suitable field placements for student teachers and interns. The faculty are responsive to curricular and procedural suggestions from colleagues in the public schools. Candidates complete fieldwork and clinical experiences that are based on a well-developed rationale. School personnel also commented that candidates are well regarded in the field for their strong skills and maturity, as compared to candidates from other local institutions.

Advisory Board members commented on how effective the advisory councils were as a forum for substantive input.

**Strengths:**

- The Multiple and Single Subject CLAD Emphasis Program supervisors were commended for their strong commitment to the program and their frequent visits to school sites.
- Employers were appreciative of the faculty's flexible use of their intern option in assisting school administrators in meeting their staffing needs.
- Candidates are well-prepared and knowledgeable about "best practices" in the areas of assessment, curriculum, and management.
- Prospective employers reported that candidates bring comprehensive professional portfolios to job interviews.
- The Chair and Program Directors were commended for their anticipating the needs of the community and for responding in a timely manner, e.g., roundtable discussions.

**Concerns:**

None noted.

**Standard 8 - Field Supervision****Standard Met**

The majority of candidates evaluated their master teachers in extremely positive terms on an end of the program assessment instrument. The College provides the schools with effective criteria for selecting master teachers. The Student Teaching Placement Coordinator works closely with Principals to ensure "the best possible master teachers" are selected, many of whom are Notre Dame graduates. An orientation is offered at the College for all master teachers. Each College supervisor also provides an individual orientation for master teachers at their school sites. There are multiple assessment instruments for all aspects of field supervision.

**Strengths:**

- There are excellent handbooks for field supervisors that are distributed to all school personnel in each program.
- Each spring the College hosts an event to recognize all master teachers who have worked with student teachers and interns.

**Concerns**

- While there is evidence that College supervisors of Multiple and Single Subject CLAD candidates meet with master teachers and review the "key" sections of their detailed handbook, there is inconsistent evidence of actual training in supervision for all master teachers and intern liaisons.
- In the Preliminary Administrative Services Program, the faculty do not make visits to the sites where candidates are conducting their practica.

## **Multiple Subject CLAD Emphasis Credential Program Including Internship**

### **Findings on Standards**

After review of the institutional report and supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Multiple Subject Programs.

### **Strengths**

Particularly strong components of the program are:

- The cohesive design of the Multiple Subject CLAD Emphasis Program that incorporates content and methodology preparation in a framework of carefully-sequenced coursework.
- Collaboration among faculty in providing an integrated program that takes into consideration focused on the developmental process of each individual.
- Thorough infusion of CLAD methodologies and strategies into all program elements.
- Development of particularly supportive relationships with surrounding school districts and other community entities.
- The acknowledgment by Multiple Subject CLAD candidates of the excellent support and responsiveness received from faculty throughout the program.
- The complimentary remarks of school district personnel in reporting on the preparation of program candidates.

### **Concerns**

- Interviews of candidates and master teachers indicated the need for better preparation in classroom management and discipline.
- Intern candidates should be provided with closer supervisory support.
- Greater attention should be paid to the orientation, preparation, and inservicing of master teachers and supervisors.
- Interviews with candidates and personnel from participating school districts indicated the need for more effective training in technology.

## **Single Subject CLAD Emphasis Credential Program Including Internship**

### **Findings on Standards**

After review of the institutional report and supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Single Subject Programs.

### **Strengths**

Particularly strong components of the program are:

- The cohesive design of the Single Subject CLAD Emphasis Program that incorporates content and methodology preparation in a framework of carefully-sequenced coursework.
- Collaboration among faculty in providing an integrated program that takes into consideration focused on the developmental process of each individual.
- Students interviewed comment on the personal attention provided throughout their participation in the program.
- Thorough infusion of CLAD methodologies and strategies into all program elements.
- Development of particularly supportive relationships with surrounding school districts and other community entities.
- The complimentary remarks of school district personnel in reporting on the preparation of program candidates.

### **Concerns**

- Based on site visits and interviews, greater attention should be paid to the support systems and placement of interns at high school sites.
- During interviews with intern candidates, they reported a need for more training in how to recognize and work effectively with the various and special maturity levels prevalent in high school students, and how these behaviors affect classroom management.
- Intern candidates also reported a need for additional training in how to deal with social issues such as: gang-related activities, non-parental support, violence on the campus, aberrant behaviors, drug abuse, apathy and depression in students.

## **Preliminary Administrative Services Credential Program including Internship**

### **Findings on Standards**

After review of the institutional report; relevant supporting documentation; and interviews with candidates, graduates, administrators, faculty, employers, and advisory board members, the team has determined that all program standards are met for the Preliminary Administrative Services Credential, including the Internship component.

The team was impressed with the cohesive atmosphere among faculty, graduates and candidates. This is reflective of an articulated, coordinated program. The team received unanimous responses to the affirmative from graduates and candidates regarding advisement and program counseling. The design of the program, which includes a “generic” core of classes in which candidates interact with non-education public administration students, was viewed by candidates as a valuable educational experience. The courses offered with educational administrative emphasis are staffed with highly qualified full-time and part-time faculty.

Admission requirements into the program and ongoing assessment of candidates’ strengths and weakness are an integral component of the credential program. Students are evaluated using multiple criteria which include faculty, site liaison and self-assessment. Based on available data, faculty, graduates and candidates agree that the student evaluation process is relevant and meaningful to the professional and personal growth of the students. Graduates and students report strong faculty support and mentoring.

The program curriculum is articulated and coordinated through informal communication which is strengthened by the close professional relationships among faculty.

### **Strengths**

- The integration of coursework with the Master’s of Public Administration Program provides a unique opportunity for candidates to interact with a cross-section of graduate students in various public administration fields.
- The faculty are to be commended for delivering a relevant curriculum which balances theory and practice.
- The program is held in high regard by all interviewees. According to one candidate, “this is a very special place . . . this program has changed my outlook on life as well as my job . . . I approach things differently. . . “

### **Concerns**

- In the courses specific to educational administration that have both a classroom and field-based component, there does not appear to be adequate “linkage” between the coursework and the fieldwork.

## Professional Comments

*(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)*

- The College should consider inviting a neutral outside facilitator to assist the department and other key stakeholders in developing a comprehensive departmental plan, including internal and external analysis and identification of critical issues regarding present and future growth.
- Candidates requested that faculty consider offering a workshop on grant-writing in the summer.
- Candidates requested that the College explore additional and alternative funding sources for students.
- The College should consider developing a plan for recruiting, admitting and supporting candidates from under-represented groups.
- Summary reports of the various data collected would be beneficial to support greater statistical reliability
- As the programs' enrollment continues to increase, a more formalized system for data collection and statistical analysis should be added as an extension to current practices in order to facilitate program change and development.
- Multiple and Single Subject candidates expressed a desire to meet and observe their master teachers prior to beginning student teaching to ensure appropriate placement.

### ***Multiple Subject CLAD Emphasis Program and Internship***

- Consider redesigning the student teacher/intern seminar to address the different needs of each group.
- Candidates requested that the College provide workshops in teaching writing.
- Candidates requested that the College provide workshops in the areas of music and art in the classroom.
- Candidates requested that faculty explore the viability of separate math and science methods courses.

***Single Subject CLAD Emphasis Program and Internship***

- The College needs to provide more information and greater collaboration on current social issues in today's high schools.

***Preliminary Administrative Services Credential Program***

- The team recommends that the program faculty revisit the design of the fieldwork component of the four courses that include practica to consider the value of requiring site visitation by program faculty.